

Last Minute Memorandum

To: STATE BOARD MEMBERS

Date: October 31, 2003

From: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

Re: ITEM #21

Subject: California English Language Development Test (CELDT) Update: Including
but Not Limited to 2002-03 Initial Identification Results

Please insert the following attachment:

[Attachment 1:](#) California English Language Development Test (CELDT) Preliminary
2002-2003 Initial Identification Results (Pages 1-4)

**California English Language Development Test (CELDT)
Preliminary 2002-2003 Initial Identification Results**

The analysis presented in this report was based on a review of the 2002-2003 (July 1, 2002-June 30, 2003) CELDT initial identification preliminary data provided to the California Department of Education (CDE) by CTB/McGraw-Hill.

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Table 1. Number and Percent of Students who took the CELDT for Initial Identification Purposes by Grade

		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2002-03 II	Number	219,130	41,972	26,459	24,595	22,931	21,019	20,931	21,718	17,030	31,235	17,303	12,023	7,146	483,492
	Percent	45	9	5	5	5	4	4	4	4	6	4	2	1	98%
2001-02 II	Number	260,024	35,637	26,432	24,685	22,868	21,072	20,077	19,069	16,085	32,184	15,294	11,341	6,549	511,317
	Percent	51	7	5	5	4	4	4	4	3	6	3	2	1	99%

*Note: Totals may not add to 100% due to rounding.

Key Findings:

- The number of newly-enrolled students whose home language was not English, who took the CELDT for Initial Identification purposes, was slightly lower in 2002-03 compared to 2001-2002.
- Nearly half of the students who took the CELDT for Initial Identification purposes were in kindergarten.

Explanatory Note:

A certain percentage of students who take the test for Initial Identification purposes will be classified initial fluent English proficient (I-FEP); therefore, the number of students who are tested for Initial Identification purposes is higher than the number of students identified as English Learners (EL) each year. Although this is an anticipated outcome of the initial CELDT assessment, the number tested appears to be higher than would be expected. Input from the field indicates that higher numbers are being tested due to multiple Home Language Surveys (HLS). During the enrollment process, many receiving districts are administering the HLS to all new students whether or not they had completed the survey in another district. (The HLS only is to be administered the first time a new student enrolls in a California public school).

Table 2. Percent of Students who took the CELDT for Initial Identification Purposes by Grade and Overall Proficiency Level

		K	1	2	3	4	5	6	7	8	9	10	11	12	All Grades
2002-03 II	% Beginner	26	23	35	38	34	33	29	31	31	31	26	18	14	28
	% Early Intermediate	27	17	16	18	13	10	12	11	11	11	13	12	10	20
	% Intermediate	28	28	24	23	22	20	23	20	19	21	22	24	26	25
	% Early Advanced	14	20	16	13	17	19	19	19	19	22	23	26	28	17
	% Advanced	5	12	9	8	14	19	17	19	20	15	15	20	21	10
	% TOTAL*	100	100	100	100	100	101	100	100	100	100	99	100	99	100
2001-02 II	% Beginner	30	26	37	39	34	32	31	33	32	32	28	18	14	30
	% Early Intermediate	29	17	18	21	16	12	12	11	11	10	13	11	9	22
	% Intermediate	26	28	26	24	26	23	26	23	23	22	24	27	30	26
	% Early Advanced	12	21	14	11	17	20	22	23	23	24	24	29	30	16
	% Advanced	3	8	5	4	8	12	8	10	11	11	12	15	17	6
	% TOTAL*	100	100	100	99	101	99	99	100	100	99	101	100	100	100

2002-03 Initial Identification N=483,492 2001-02 Initial Identification N=511,317

*Note: Totals may not add to 100% due to rounding.

Key Findings:

- In general, the percentage of students achieving higher English language proficiency levels increased as the grade level in which the students enrolled increased.
- Entering students who took the CELDT in 2002-2003 for Initial Identification purposes scored slightly better in English language proficiency than students who took the test in 2001-2002 for Initial Identification purposes.

Table 3. Initial Identification Estimate of Fluency Based on Initial Identification Criteria*

		K	1	2	3	4	5	6	7	8	9	10	11	12	All Grades
2002-03	% Probable Initial Fluent English Proficient (I- FEP)*	19	32	20	16	27	34	34	36	37	37	37	45	48	26
2001-02	% Probable Initial Fluent English Proficient (I- FEP)*	15	28	17	14	23	31	30	32	34	35	35	44	46	22
	% Difference between 2001-02 and 2002-03 rates	4	4	3	2	4	3	4	4	3	2	2	1	2	4

2002-03 Initial Identification N=483,492 2001-02 Initial Identification N=511,317

*Note: Criteria for initial fluent English proficient (I-FEP): scoring at least Early Advanced Overall with all Skill Area scores at least Intermediate. The State Board of Education set the criteria in May of 2001.

Key Findings:

- The percentage of students who met the criteria for I-FEP was slightly greater in 2002-2003 compared to 2001-2002.
- Most students (74 percent) who took the CELDT for initial identification purposes did not meet the I-FEP criteria.
- In general, students in the higher grades taking the CELDT for Initial Identification purposes met the I-FEP criteria at a higher rate compared to students in the lower grades.